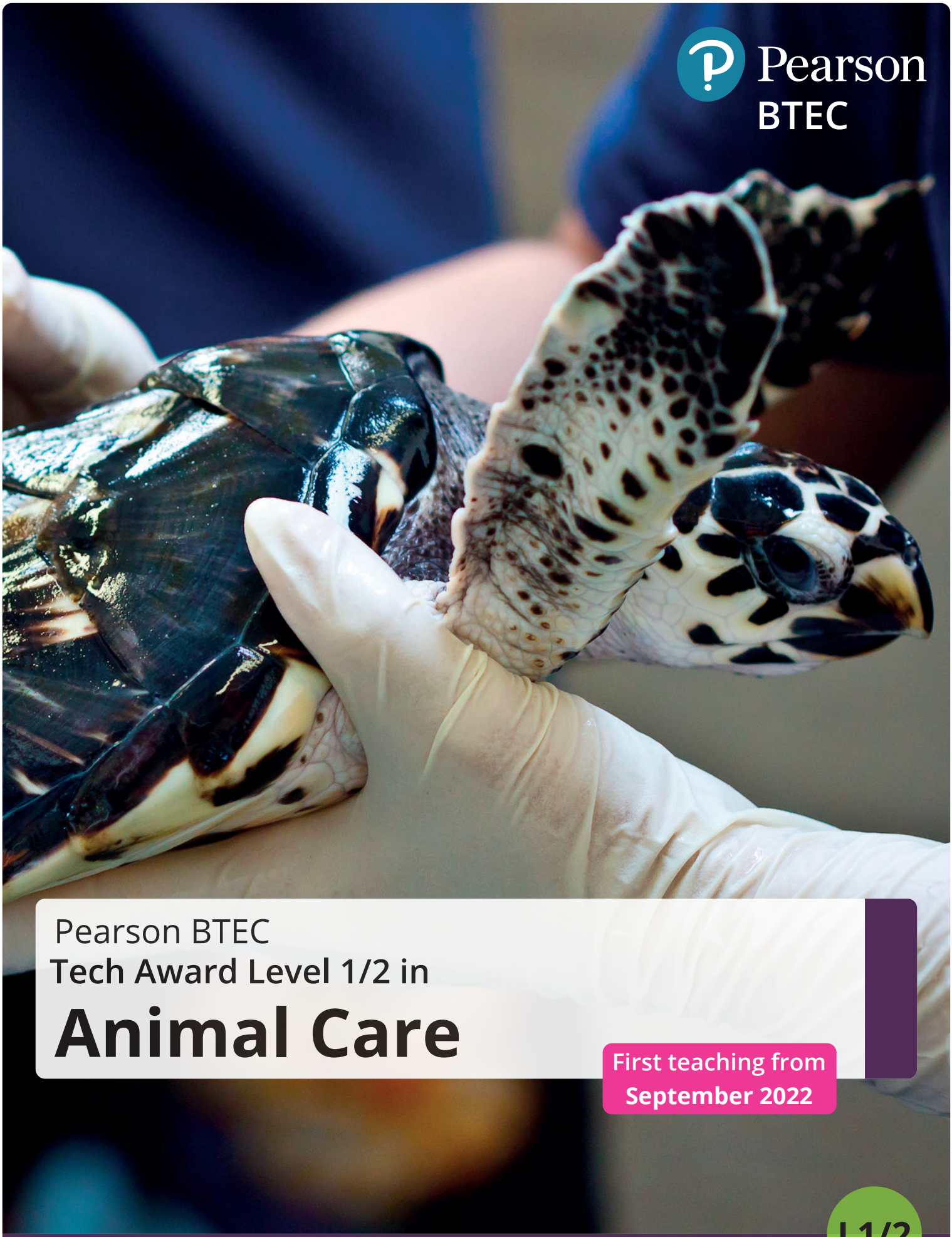

Pearson BTEC

Pearson BTEC
Tech Award Level 1/2 in

Animal Care

First teaching from September 2022

L1/2

Specification

Qualification No: 603/7057/9 *First teaching from September 2022*

Issue 3

Pearson
BTEC Level 1/Level 2
Tech Award in Animal Care

Specification

Qualification number: 603/7057/9

First teaching September 2022

Issue 3

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study. There are many to progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific applied knowledge and skills through realistic vocational contexts. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the animal care sector

The animal care sector is developing rapidly from a low-grade, largely manual sector into a service industry meeting the broad demands of the animal-owning and interested public. In 2019 the animal care sector is worth approximately £1 billion to the UK economy. This sector has 20,000 businesses, 78,000 employees and many volunteers. There are many different career paths and opportunities for those wishing to work in animal care. The animals involved can be small or large, domesticated or exotic, and the work can be in sub-sector areas such as animal welfare, business, science and wildlife conservation.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Animal Care Specification Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
Section 3: third paragraph, 'internal verifiers' has been changed to 'Programme Leads' and responsibility for the programme has been separated between delivery and quality assurance.	Page 7
We have amended the release dates for the Pearson-set assignments.	Pages 15, 28
Section 5: *Internal Standardisation*, guidance on retention of evidence of internal standardisation activities has been clarified. *Moderation*, guidance on the purpose of moderation has been clarified and the requirement for evidence of internal standardisation has been removed.	Pages 49, 50

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Animal Care Specification Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The wording in *Component 1: Animal Handling Marking grid* section has been amended to replace Task 2 (animal 1) duplicated last bullet point with the correct missing final trait on health, safety and welfare considerations, to remove Task 2 (animal 2) duplicated penultimate bullet point on reasoning for suitability of techniques and equipment, to replace Task 3 (animal 1) rider statement for Mark band 1 'limited' with 'basic' and Mark band 4 'highly effective' with 'excellent'.	Pages 17, 18, 19
In *Component 3: Animal Health and Welfare* the table under *Key terms typically used in assessment* section has been amended to remove Key words/Command verbs that will not be used in assessments and the definitions have been corrected to be in line with the Sample Assessment Materials.	Page 43
In Section 5 *Non-exam internal assessment* under *Marking Pearson-set Assignments* a new sentence was added regarding the Assessment Record Sheet. Under *Internal standardisation* a new sentence was added stating that Pearson will supply standardisation materials.	Pages 47, 49
In Section 10 *Resources and support* under *Training and support from Pearson* a new bullet point was added to state that Pearson Quality Advisors can support with all quality assurance related aspects of the programme.	Page 65

Contents

1 Pearson BTEC Level 1/Level 2 Tech Award in Animal Care – purpose 1

Who is the qualification for? 1

What does the qualification cover? 1

What can the qualification lead to? 1

2 Structure 3

Total Qualification Time 3

Components 3

Assessment 4

Language of assessment 6

Grading of the qualification 6

3 Components 7

Understanding your components 7

Component 1: Animal Handling 9

Component 2: Animal Housing and Accommodation 23

Component 3: Animal Health and Welfare 35

4 Planning your programme 45

Is there a learner entry requirement? 45

What level of sector knowledge is needed to teach this qualification? 45

What resources are required to deliver this qualification? 45

How does this qualification contribute to Key Stage 4 learning? 45

What makes good vocational teaching? 45

5 Non-exam internal assessment 46

Pearson-set Assignments 46

Sample Pearson-set Assignments for internal components 47

Marking Pearson-set Assignments 47

Internal standardisation 49

Moderation 50

6 Quality assurance 51

Centre and qualification approval 51

Continuing quality assurance 51

7 External assessment 53
Role of external assessment for the BTEC Tech Award suite 53
External assessment 53
Timing of external assessment 53
Sample assessment materials 53
Conduct of external assessment 54
Pearson marking 54
8 Final grading and awarding 55
Awarding and reporting for the qualification 55
Eligibility for an award 55
Calculation of the qualification grade 56
9 Administrative arrangements 58
Introduction 58
Learner registration and entry 58
Access to assessment 58
Administrative arrangements for internal assessment 59
Administrative arrangements for external assessment 60
Dealing with malpractice in assessment 61
Certification and results 63
Results issue 63
Post-assessment services 63
Additional documents to support centre administration 63
10 Resources and support 64
Support for setting up your course and preparing to teach 64
Support for teaching and learning 64
Support for assessment 64
Training and support from Pearson 65
Appendix 1 67
Glossary of terms used for internally-assessed components 67

1 Pearson BTEC Level 1/Level 2 Tech Award in Animal Care – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Animal Care (603/7057/9) is for learners who want to acquire sector-specific applied knowledge and practical skills through vocational contexts by studying animal health and welfare, including signs of good and ill health, causes, transmission and treatment of common diseases in animals, the different health and monitoring checks, factors that affect animal behaviour, and how this impacts of handling and restraint; and what needs to be carried out to prepare, check and clean out animal accommodation as part of their Key Stage 4 learning. The qualification enables learners to develop their practical skills, such as using appropriate equipment and techniques to handle and restrain different animals, and to prepare and clean out animal accommodation ready for use using realistic vocational contexts. It will also develop personal skills, such as self-management and communication, through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Learners will have the opportunity to develop knowledge and practical skills in the following areas:

- animal health and welfare, including signs of good and ill health, causes, transmission and treatment of common diseases in animals, the different health and monitoring checks, and the use of animals in society
- factors affecting animal behaviour, the impact on handling and restraint, and when it is safe and unsafe to handle and restrain animals, and the practical application of safe handling and restraint techniques and equipment
- features that need to be considered when selecting accommodation for animals to ensure it is appropriate and meets their needs, and the practical activities of preparing, checking and cleaning out animal accommodation using the appropriate equipment.

This Tech Award complements the learning in GCSE programmes such as GCSE Biology, GCSE Business and GCSE Mathematics.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- other Level 2 vocational qualifications and related competence-based qualifications for the land-based sector
- study of a vocational qualification at Level 3, such as a Pearson BTEC Level 3 National in Animal Management, which prepares learners to enter employment or apprenticeships.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 through a technical qualification, such as the Pearson BTEC Level 2 Technical Diploma in Animal Care. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the animal care sector
- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment via apprenticeships or to further study at Level 3.

2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Animal Care has:

- Total Qualification Time: 151 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Animal Care				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Animal Handling	**36**	**1/2**	Internal
2	Animal Housing and Accommodation	**36**	**1/2**	Internal
3	Animal Health and Welfare	**48**	**1/2**	External Synoptic

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the animal care sector, and practical skills such as handling and restraining animals, and preparing, maintaining and cleaning animal accommodation at Levels 1 and 2.

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- animal behaviour and the factors that affect behaviour in animals, and how this relates to handling and restraint; and when it is safe or unsafe to carry out handling and restraint
- the practical application of safe handling and restraining techniques for different animals, and the safe use of equipment
- features that need to be taken into account when selecting accommodation for animals to ensure their needs are met
- the use of appropriate equipment to prepare, check and clean out animal accommodation.

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

For each component new assignments are released twice a year through the secure area of our website. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; centres must ensure that they are using the current series' assignment to assess their learners. Centres must use these assignments for summative assessments and the assignments must be completed under supervised conditions.

Centres will mark the completed assignments using the descriptors in the marking grid given in each component. Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 working days.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that assessment series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements. For further information on the design of the assignments, retakes and the approach to marking, see *Section 5: Non-exam internal assessment*.

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Animal Handling	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 2 hours of monitored preparation and 6 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**
Component 2: Animal Housing and Accommodation	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in 6 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**

External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts.

Component 3: Animal Health and Welfare requires learners to know about signs of good and ill health in animals; the causes, transmission and treatment of common diseases in animals; the different health and monitoring checks that need to be carried out and why; the use of animals in society; and the related ethical and legal aspects.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a written assessment that requires learners to demonstrate that they can identify and use effectively an appropriate selection of techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of an external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment during their programme by taking a new assessment. However, as this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

This component should be delivered and assessed at the end of the course of study.

Component	Description of external assessment	Assessment
Component 3: Animal Health and Welfare	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.	**January/ February and May/June from 2024 onwards**

Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9: Administrative arrangements.*

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Non-exam internally-assessed components are assessed using a mark-based scale. Centres report marks which will be submitted for moderation. The externally-assessed component is marked externally by Pearson.

All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8: Final grading and awarding* for more information on the approach we are using to grade qualifications.

3 Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, Programme Leads and other staff responsible for the delivery and quality assurance of the programme read and digest this section.

Internal assessment – externally moderated

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Learning outcomes	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory. Centres should ensure that delivery of content is kept up to date. Some of the components within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Component assignment	This gives a description of the assignment for the component and how it should be delivered.

Section	Explanation
Component marking grid	The marking grid details the descriptors across the four mark bands that teachers/assessors will use to determine the marks to be awarded to learners' assignment evidence.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see *Section 10: Resources and support*.

Externally-assessed components

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Summary of assessment	This sets out the type of external assessment used and the way it is used to assess achievement.
Assessment objectives	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the external assessment. Content will be sampled through the external assessment over time.

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Component 1: Animal Handling

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will develop their animal handling skills. They will also gain understanding of the principles of animal behaviour, enabling them to handle and restrain animals safely.

Introduction

Safe animal handling is a daily activity when dealing with animals. There are many different techniques used to handle and restrain animals in a commercial setting while also maintaining the animals' welfare and safety. Knowing how an animal would normally behave enables an animal's keeper to identify abnormal behaviour, which may indicate that something is wrong. For example, if you observed an animal displaying signs of aggression, you would be able to judge if it was suitable for handling at that time. It is also important that you work safely and effectively with a variety of animals. Being familiar with the hazards and risks associated with handling animals is crucial to any job in the industry.

In this component you will learn about the reasons why it is necessary to catch, handle, restrain and release animals appropriately, such as for health inspections, grooming or training. You will learn about and develop safe working practices in the approach, handling and restraint of companion animals, reptiles, birds and invertebrates. These practices protect both your safety and the safety of the animals you handle. You will also learn about the control measures that can reduce the risks, and the procedures for reporting accidents when working with animals.

This component will help to develop your animal handling and restraint skills and build your confidence through practical assignments. These will be important skills for any career in the animal care sector.

Learning outcomes

A Understand animal behaviours and their impact on how animals are handled and restrained

B Undertake preparation for safe animal handling and restraint

C Demonstrate safe animal handling and restraint.

Teaching content

Learning outcome A: Understand animal behaviours and their impact on how animals are handled and restrained

Learners will investigate behaviour patterns through recorded and real-life observations of different species, enabling them to identify behaviours that could signal ill health, stress or other factors that affect whether, and how, an animal should be handled.

A1 Behaviour patterns and functions in animals as relevant to species

- Animals from the following groups:
  - small/companion animals
  - reptiles
  - birds
  - invertebrates
  - large/livestock animals.
- Normal behaviour patterns include:
  - feeding behaviours
  - sleep/wake cycles seen in diurnal, nocturnal and crepuscular animals
  - methods of communication – displays, vocalisation and scenting
  - sexual behaviour – courtship, mating displays
  - grooming – autogrooming, allogrooming
  - play and social interaction
  - movement and levels of activity.

A2 The main influences on animal behaviour

Internal and external factors can influence the behaviour of an animal or groups of animals. Learners must be aware of general influences and those that are specific to species or groups of animals, and the welfare needs of animals.

- Internal factors:
  - the effect of age and the influence of lifespan
  - differences between males and females.
- External factors:
  - housing and enclosures – size, construction and enrichment opportunities
  - environment – lighting and temperature
  - noise levels
  - presence of others – predators in close proximity, companion species and numbers, human activity.

A3 Causes of abnormal animal behaviours, and their impact on handling and restraint methods

Internal and external factors can cause both short-term and long-term changes to animal behaviour and behaviour patterns, which can affect the suitability of handling and restraint methods. Learners must be aware of when intervention from a more experienced handler may be required and procedures to follow if the animal cannot be handled.

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- Health status:
  - ill
  - injured
  - pregnant
  - at a particular life stage.
- Stress, including:
  - low levels of stress, such as that caused by regular restraint of the animal as part of the husbandry regime
  - high levels of stress, such as that caused by housing a prey species such as a rabbit in close proximity to a predator species such as a ferret.
- Poor welfare standards, including:
  - unsuitable environment
  - unsuitable diet
  - unsuitable companionship – overcrowding, the need to be housed with or apart from other species/animals
  - illness and injury
  - barriers to expressing normal behaviour.
- Behavioural signs of ill health, stress and poor welfare standards:
  - lethargy
  - lack of appetite
  - excessive breathing rate
  - unwillingness to be approached, unusual hiding behaviours
  - aggression.
- Social, locomotory and oral stereotypes:
  - repetition of the same behaviours
  - excessive grooming
  - self-mutilation.

Learning outcome B: Undertake preparation for safe animal handling and restraint

Learners will explore the suitability of equipment and techniques for maintaining the health and safety of both handlers and animals during handling and restraint. Learners need to be aware of general hazards and risks, along with those that are specific to working with particular species and groups of animals.

B1 Health, safety and welfare assessment and accident reporting

Know the risks associated with working with animals and appropriate control measures for reducing the risk of accidents and emergencies involving animals and humans.

- Hazards and risks:
  - a hazard is something with the potential to cause harm in a situation
  - a risk is the likelihood of someone being harmed by a particular hazard
  - control measures are the equipment and procedures followed to reduce the risk of harm.

- Hazards, risks and control measures applicable to a range of animals from the following groups:
  - small/companion animals
  - reptiles
  - birds
  - invertebrates
  - large/livestock animals.
- Know how and why to report minor and major accidents when working with animals:
  - the purpose and use of incident forms and record books.

B2 Appropriate personal protective equipment (PPE)

- Correct selection and use of PPE according to the species being handled and restrained, including:
  - protective footwear
  - overalls
  - gloves
  - protective sleeves
  - masks.
- Purposes of PPE with appropriate links to hazards and risks:
  - prevention of cross-contamination
  - prevention of injury to the handler
  - prevention of injury to the animal.
- Safe behaviour and links to hazards and risks associated with handling and restraining animals, in accordance with legislation, including:
  - behaving calmly and quietly
  - tying back long hair, removing jewellery
  - direct responsibilities under current relevant legislation.

B3 Handling and restraint

Learners will understand how handling techniques differ and the appropriate applications of each handling technique for species and individual animals.

- Reasons for handling and restraint, to include:
  - health checking
  - grooming
  - exercising
  - sexing
  - giving medication
  - transport
  - movement while cleaning accommodation
  - removal from an emergency situation.

- Appropriate handling and restraint techniques depending on the animal, to include:
  - awareness of head and limb positions
  - support of upper and lower body as necessary
  - ensuring the animal's breathing is unrestricted
  - reducing the animal's stress levels
  - requirement for two or more people when working with larger animals, or those with more complex needs.
- Appropriate equipment for use in catching, handling, restraint and release, taking into account the individual's:
  - species
  - size
  - age
  - temperament
  - reason for being handled
  - potential hazards and risks.

B4 Planning for animal handling and restraint

Learners must be able to put together straightforward plans with associated reasoning for the handling and restraint of animals.

- Planning for:
  - individual animals – key information about the individual, the surroundings and reasons for handling
  - handling – catching and releasing, and restraint equipment and techniques
  - hazards, risks and control measures around personal health and safety, and the health, safety and welfare of animals
  - procedures for reporting incidents and accidents.

Learning outcome C: Demonstrate safe animal handling and restraint

Understanding of the interrelationships between processes, techniques and approaches relating to handling and restraining animals is required before carrying this out.

C1 Safe handling and restraint of animals

Learners must be able to show they have taken into account the hazards associated with working with animals and implemented appropriate control measures to reduce the risk of accidents and emergencies.

- Suitable methods of approach:
  - calm
  - confident
  - quiet
  - slow
  - cautious.

- Identifying the different life stages, health statuses and aggression levels of animals:
  - infant, juvenile, adult, senior, geriatric, pregnant
  - healthy, unhealthy, receiving medication, injured
  - stress levels.
- Select and adapt appropriate methods of approach to specified animals in the following situations when interacting with animals:
  - handling, to include catching and releasing
  - restraining.
- Know the appropriate techniques available to handle and restrain animals, including catching and releasing:
  - support of upper and lower body
  - control of head and limbs
  - maintaining posture to support breathing and reduce stress
  - use of restraint equipment.
- Know correct handling and restraint skills for a range of animals from the following groups:
  - small/companion animals
  - reptiles
  - birds
  - large/livestock animals.

C2 Selecting and using appropriate handling and restraint equipment

Learners will explore the suitability of the equipment required to handle and restrain different animals, while ensuring animal and human safety and welfare.

- Purpose and use of handling and restraint equipment depending on the individual animal's:
  - species
  - size
  - age
  - temperament
  - reason for being handled
  - potential hazards and risks.
- Select the appropriate equipment for different animals.
- Demonstrate the correct fitting and safe use of the equipment.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of animal behaviour and how animal behaviour impacts on how animals are handled and restrained. Coverage of these topics will enable learners to plan to handle and restrain animals, including considering the animal and environment, selecting equipment and techniques and why their selections would be appropriate for the animals concerned. Following on from this, learners will safely handle and restrain different species of animals for particular purposes.

You may choose to deliver this component alongside Component 2.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will select two animals from specified groups, carry out research and produce a report on handling and restraint.
- In response to Task 2, learners will plan to handle and restrain two different animals with detail as to what they took into consideration and reasons for their selection of equipment and techniques.
- In response to Task 3, learners will handle and restrain the two different animals following safe working practices.

The assignment will take approximately 2 hours of monitored preparation and 6 hours of assessment to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Report on animal behaviour and impact on handling and restraint **Learning outcome A: Understand animal behaviours and their impact on how animals are handled and restrained**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of animal behaviours and the impact on animal handling and restraint. Evidenced through: • a **superficial** account of the normal and abnormal behaviours and behaviour patterns of the chosen animals • a **superficial** account of the factors that affect the behaviours of animals, with **simplistic** reasoning for how these factors affect the behaviour of the chosen animals • **simplistic** reasoning for how **a few** of the factor(s) affect the handling and restraint of the chosen animals, with **little accuracy** in the links to the animals.	**Adequate** knowledge and understanding of animal behaviours and the impact on animal handling and restraint. Evidenced through: • a **partially detailed** account of the normal and abnormal behaviours and behaviour patterns of the chosen animals • a **partially detailed** account of the factors that affect the behaviours of animals, with **partially developed** reasoning for how these factors affect the behaviour of the chosen animals • **partially developed** reasoning for how **some** of the factor(s) affect the handling and restraint of the chosen animals, with **partially accurate** links to the animals.	**Good** knowledge and understanding of animal behaviours and the impact on animal handling and restraint. Evidenced through: • a **mostly detailed** account of the normal and abnormal behaviours and behaviour patterns of the chosen animals • a **mostly detailed** account of the factors that affect the behaviours of animals, with **mostly developed** reasoning for how these factors affect the behaviour of the chosen animals • **mostly developed** reasoning for how **most** of the factor(s) affect the handling and restraint of the chosen animals, with **mostly accurate** links to the animals.	**Comprehensive** knowledge and understanding of animal behaviours and the impact on animal handling and restraint. Evidenced through: • a **fully detailed** account of the normal and abnormal behaviours and behaviour patterns of the chosen animals • a **fully detailed** account of the factors that affect the behaviours of animals, with **well-developed** reasoning for how these factors affect the behaviour of the chosen animals • **well-developed** reasoning for how **all** of the factor(s) affect the handling and restraint of the chosen animals, with **accurate** links to the animals.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Planning for the safe handling and restraint of animal (animal 1) **Learning outcome B: Undertake preparation for safe animal handling and restraint**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **superficial** account of the animal, its surroundings and reasons for handling and restraint • **simplistic** reasoning given for the suitability of **a few** of the chosen handling techniques and restraint equipment • **simplistic** reasoning given for how **a few** personal and animal health, safety and welfare considerations affected planning decisions with **little accuracy** in the links to the animal.	**Adequate** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **partially detailed** account of the animal, its surroundings and reasons for handling and restraint • **partially developed** reasoning given for the suitability of **some** of the chosen handling techniques and restraint equipment • **partially developed** reasoning given for how **some** personal and animal health, safety and welfare considerations affected planning decisions with **partially accurate** links to the animal.	**Good** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **mostly detailed** account of the animal, its surroundings and reasons for handling and restraint • **mostly developed** reasoning given for the suitability of **most** of the chosen handling techniques and restraint equipment • **mostly developed** reasoning given for how **most** personal and animal health, safety and welfare considerations affected planning decisions with **mostly accurate** links to the animal.	**Comprehensive** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **fully detailed** account of the animal, its surroundings and reasons for handling and restraint • **well-developed** reasoning given for the suitability of **all** chosen handling techniques and restraint equipment • **fully developed** reasoning given for how **all** personal and animal health, safety and welfare considerations affected planning decisions with **accurate** links to the animal.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Planning for the safe handling and restraint of animal (animal 2) **Learning outcome B: Undertake preparation for safe animal handling and restraint**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **superficial** account of the animal, its surroundings and reasons for handling and restraint • **simplistic** reasoning given for the suitability of **a few** of the chosen handling techniques and restraint equipment • **simplistic** reasoning given for how **a few** personal and animal health, safety and welfare considerations affected planning decisions with **little accuracy** in the links to the animal.	**Adequate** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **partially detailed** account of the animal, its surroundings and reasons for handling and restraint • **partially developed** reasoning given for the suitability of **some** of the chosen handling techniques and restraint equipment • **partially developed** reasoning given for how **some** personal and animal health, safety and welfare considerations affected planning decisions with **partially accurate** links to the animal.	**Good** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **mostly detailed** account of the animal, its surroundings and reasons for handling and restraint • **mostly developed** reasoning given for the suitability of **most** of the chosen handling techniques and restraint equipment • **mostly developed** reasoning given for how **most** personal and animal health, safety and welfare considerations affected planning decisions with **mostly accurate** links to the animal.	**Comprehensive** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **fully detailed** account of the animal, its surroundings and reasons for handling and restraint • **well-developed** reasoning given for the suitability of **all** chosen handling techniques and restraint equipment • **fully developed** reasoning given for how **all** personal and animal health, safety and welfare considerations affected planning decisions with **accurate** links to the animal.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Handling and restraining animals safely (animal 1) **Learning outcome C: Demonstrate safe animal handling and restraint**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Demonstrate a **basic** standard of safe handling and restraint. Evidenced through: • awareness of a **few** requirements of the situation • **little** handling and restraint equipment selected is suitable and used correctly • **a small number of** animal handling procedures are followed in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate a **reasonable** standard of safe handling and restraint. Evidenced through: • awareness of **some** of the requirements of the situation • **some** handling and restraint equipment selected is suitable and used correctly • **some** animal handling procedures are followed in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate a **good** standard of safe handling and restraint. Evidenced through: • awareness of **most** requirements of the situation • **most** handling and restraint equipment selected is suitable and used correctly • **most** animal handling procedures are followed in the correct sequence, though any issues do not affect personal health and safety or animal welfare.	Demonstrate an **excellent** standard of safe handling and restraint. Evidenced through: • fully aware of **all** requirements of the situation • **all** handling and restraint equipment selected is suitable and used correctly • **all** animal handling procedures are followed in the correct sequence, maintaining both personal health and safety and animal welfare.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Handling and restraining animals safely (animal 2) **Learning outcome C: Demonstrate safe animal handling and restraint**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Demonstrate a **basic** standard of safe handling and restraint. Evidenced through: • awareness of a **few** requirements of the situation • **little** handling and restraint equipment selected is suitable and used correctly • a **small number** of actions are taken to follow safe working practices, without endangering personal or animal health, safety and welfare.	Demonstrate a **reasonable** standard of safe handling and restraint. Evidenced through: • awareness of **some** of the requirements of the situation • **some** handling and restraint equipment selected is suitable and used correctly • **some** animal handling procedures are followed in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate a **good** standard of safe handling and restraint. Evidenced through: • awareness of **most** requirements of the situation • **most** handling and restraint equipment selected is suitable and used correctly • **most** animal handling procedures are followed in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate an **excellent** standard of safe handling and restraint Evidenced through: • fully aware of **all** requirements of the situation • **all** handling and restraint equipment selected is suitable and used correctly • **all** animal handling procedures are followed in the correct sequence, maintaining both personal health and safety and animal welfare.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

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Resource requirements

For this component, learners must have the opportunity to practise animal handling techniques with a variety of animals from the following categories:

- smaller/companion animals (dogs, rabbits, guinea pigs, hamsters, etc.)
- reptiles (lizards, snakes, tortoises, etc.)
- birds (ducks, budgerigars, cockatiels, chickens, etc.)
- invertebrates (giant land snails, stick insects, etc.)
- if available, large/livestock animals (pigs, sheep, goats, cattle, etc.).

Assessment will require learners to demonstrate their ability to safely handle a minimum of two animal species that have very different requirements, for example, a rabbit and a chicken.

Teachers must ensure that learners are assessed fairly according to their capability and not disadvantaged by having to handle and restrain individual animals that are inherently more challenging than others, for example, due to their temperament.

At all times there must be an emphasis on the welfare of the animals used and the health and safety of both animals and humans.

It is essential to plan the use of all the animals required to ensure that the animals are not stressed or overused.

To ensure fairness to all learners, assessors must ensure that there is no directing or prompting during assessment. If either the learner or animals' welfare and health and safety is compromised or is of concern then the assessor can step in and pause the assessment and continue when it is safe to do so.

Component 2: Animal Housing and Accommodation

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will develop their understanding of the accommodation and housing requirements of animals by carrying out the preparation, checking and cleaning out of animal accommodation.

Introduction

Choosing the right kind of animal accommodation and preparing, checking and cleaning it is an essential part of looking after animals. In this component, you will explore how to select and prepare animal accommodation to meet different animals' needs. You will gain an essential understanding of the purpose and characteristics of animal bedding and materials, and how choosing these correctly can improve an animal's welfare. You will investigate how and why different types of housing and bedding are suitable for the needs of different animals, and you will learn about the importance of good hygiene.

In this component, you will develop practical skills by preparing animal accommodation for use, checking the accommodation and cleaning it out effectively. This includes learning how to clean different types of feeding and watering equipment, as well as a range of different types of housing and enrichment.

These are essential skills for anyone planning to work with animals, and you will learn how to use these skills both safely and effectively. You will also develop transferable skills such as research and communication all of which will support your progression to Level 2 or 3 vocational or academic qualifications.

Learning outcomes

A Understand factors affecting the selection of animal accommodation

B Prepare and check animal accommodation using safe working practices

C Be able to clean out animal accommodation using safe working practices.

Teaching content

Learning outcome A: Understand factors affecting the selection of animal accommodation

A1 Factors that affect the suitability of animal accommodation

Learners will examine how accommodation is appropriate and meets the needs of animals. Learners will consider the suitability of the accommodation in relation to the five welfare needs so that the animal can display natural behaviours.

- Animals from the following groups:
  - smaller/companion animals
  - reptiles
  - birds
  - invertebrates
  - large/livestock animals.
- Five welfare needs:
  - the need for a suitable environment
  - the need for a suitable diet which includes fresh water at all times
  - the need to be able to exhibit normal behaviour patterns
  - the need to be housed with or apart from other animals as required
  - the need to be protected from pain, suffering, injury and disease.
- Animal accommodation includes:
  - animal housing
  - fixtures and fittings
  - bedding.
- Factors affecting choice of accommodation:
  - space availability (such as space for eating, sleeping, exercise)
  - access to outside space
  - ease of cleaning and maintenance
  - access to power for lighting and heating
  - availability of facilities for waste disposal
  - location of accommodation, including convenience, proximity to other animals, access
  - ventilation and drainage
  - needs and limitations relating to the owner/establishment.

A2 Types of animal accommodation

Learners will examine the different types of housing and their suitability for different animals.

- Features of housing:
  - construction materials
  - design
  - size and layout
  - security features to prevent animal escape
  - importance of correct and adequate ventilation.

- Choice of fixtures and fittings and their suitability for different animals:
  - feeding equipment type
  - other fixtures and fittings and why they might be needed.
- Types of enrichment and their impact:
  - how an animal's environment can be enriched/enhanced
  - enrichment materials
  - changes to heating, lighting and humidity
  - layout of enclosure, including bed, nest, hiding areas, climbing areas, perches.
- Types of bedding suitable for different animals.
- Properties of bedding:
  - absorbency, texture, level of comfort, suitability for hiding, burrowing and/or nesting, cost, method of disposal.
- Factors influencing choice of bedding for animals:
  - the type of animal and its need for warmth, comfort, hiding, burrowing/nesting and playing
  - problems that may occur with particular bedding.

Learning outcome B: Prepare and check animal accommodation using safe working practices

B1 Prepare animal accommodation

Learners will prepare animal housing and accommodation for the reception of a range of animals in different situations.

- Prepare animal housing, including:
  - checking that the housing is suitable for the number and species of animal
  - ensuring that the housing is situated appropriately for the type of animal
  - checking that there is access to outdoor space where appropriate for the type of animal, including ensuring the outdoor space is suitable
  - checking that the housing is clean and appropriately maintained
  - checking that the housing is well ventilated.
- Prepare fixtures and fittings within animal housing, including:
  - checking food and water equipment for suitability, cleanliness and location within the housing
  - ensuring that enrichment materials are present where needed
  - checking that other equipment is correctly positioned and working where needed.
- Prepare animal bedding, including:
  - recognising the purpose of animal bedding: for comfort, warmth, hiding and cleanliness, and to reduce damp and odour.
- Prepare animal bedding and materials within animal housing, including:
  - using appropriate types of bedding and materials for the animal species
  - ensuring appropriate quantities are used for the animal(s)
  - checking the cleanliness of bedding and materials
  - placing the bedding and materials in the appropriate parts of the animal housing.

B2 Carrying out safety checks

Learners will carry out checks on a range of animal accommodation to ensure it is safe and fit to receive animals. Learners will check that accommodation and housing is free from hazards and fit for purpose and recognise that animal accommodation needs to be maintained in good condition.

- Check the safety and security of animal housing, including:
  - completing checklists for the purpose of recording and reporting findings
  - checking the location of the housing
  - checking housing for potential hazards
  - checking housing to minimise the risk of animal escape.
- Reasons for maintenance:
  - checking safety and security of housing
  - preventing problems developing
  - maximising lifespan of housing.
- Types of maintenance activity – painting, repairs, roofing, removal and replacement of rotten areas.

Learning outcome C: Be able to clean out animal accommodation using safe working practices

C1 Cleaning animal accommodation and disposal of waste

Learners will develop their practical skills in cleaning animal accommodation and equipment used for different animals using safe working practices.

- Demonstrate safe working practices, including:
  - removal or restraint of animal(s)
  - safe positioning of equipment
  - correct body position when cleaning and safe lifting techniques
  - safe use of equipment
  - use of personal protective equipment
  - manual handling operations regulations.
- The importance of animal housing cleanliness and the consequences of unclean accommodation and bedding.
- Potential barriers to levels of hygiene.
- Good practice in cleaning animal accommodation, including:
  - knowing how frequently to carry out cleaning
  - knowing when to spot clean and when to do a full clean out
  - thorough cleaning of feeding and watering equipment
  - knowing when extra precautions need to be observed when cleaning animal accommodation and what these entail.

- Methods of cleaning animal accommodation, including:
  - using suitable cleaning products
  - current relevant legislation relating to the control of substances that may be hazardous to health
  - using correct methods when cleaning out bedding and faeces to ensure animal hygiene while minimising unnecessary disposal of clean bedding
  - disposing of waste safely and where possible sustainably
  - using equipment and tools safely and correctly.
- Methods of safe disposal of waste, including:
  - used bedding
  - packaging
  - waste food and dirty water
  - safe disposal of used cleaning materials.

C2 Maintain and clean equipment

Learners will maintain and clean equipment that has been used to clean animal accommodation. Learners will work to acceptable safe working practices.

- Reasons for maintaining and carrying out the cleaning of equipment:
  - preventing cross-contamination
  - maintaining good hygiene
  - removing dirt, debris and hair
  - using equipment and tools safely and correctly
  - general maintenance of the equipment.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of what needs to be considered when selecting animal accommodation to ensure the accommodation is fit for purpose and meets the animal's needs and why their selections are appropriate. Coverage of these topics will allow learners to prepare and check accommodation for given animals, including fixtures and fittings, bedding, materials and enrichment. Learners will, for given animals, clean out accommodation following safe working practices, including disposal of waste.

You may choose to deliver this component alongside Component 1.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of four tasks.

- In response to Task 1, learners will explore the factors that need to be considered when selecting animal accommodation.
- In response to Task 2, learners will prepare and check the safety and security of the animal accommodation.
- In response to Task 3, learners will clean out animal accommodation following safe working practices.
- In response to Task 4, learners will review how animal accommodation was prepared and cleaned.

The assignment will take approximately 6 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Considering accommodation that meets the welfare needs of different animals **Learning outcome A: Understand factors affecting the selection of animal accommodation**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the suitability of animal housing and accommodation for two species of animal, and the factors that influence these. Evidenced through: • a **superficial** account of the factors to be considered, with **little clarity** in the links between the factors and the welfare needs for both animals • a **superficial** account of the accommodation selected for each animal • **simplistic** reasoning for **a few** of the accommodation choices with **little accuracy** in the links to the animals.	**Adequate** knowledge and understanding of the suitability of animal housing and accommodation for two species of animal, and the factors that influence these. Evidenced through: • a **partially detailed** account of the factors to be considered, making **partially clear** links between the factors and the welfare needs for both animals • a **partially detailed** account of the accommodation selected for each animal • **partially developed** reasoning for **some** of accommodation choices with **partially accurate** links to the animals.	**Good** knowledge and understanding of the suitability of animal housing and accommodation for two species of animal, and the factors that influence these. Evidenced through: • a **mostly detailed** account of the factors to be considered, making **mostly clear** links between the factors and the welfare needs for both animals • a **mostly detailed** account of the accommodation selected for each animal • **mostly developed** reasoning **for most** aspects of the accommodation choices with **mostly accurate** links to the animals.	**Comprehensive** knowledge and understanding of the suitability of animal housing and accommodation for two species of animal, and the factors that influence these. Evidenced through: • a **fully detailed** account of the factors to be considered, making **clear links** between the factors and the welfare needs for both animals • a **fully detailed** account of the accommodation selected for each animal • **well-developed** reasoning for **all** aspects of the accommodation choices with **accurate** links to the animals.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Safely preparing and checking animal accommodation **Learning outcome B: Prepare and check animal accommodation using safe working practices**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Demonstrate a **basic** standard of preparation and checking of accommodation for a specific animal following safe working practices. Evidenced through: • **a few** of the materials, fixtures and fittings selected are appropriate for the animal • **few** accommodation features are set up correctly following **few** procedures in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate a **reasonable** standard of preparation and checking of accommodation for a specific animal following safe working practices. Evidenced through: • **some** materials, fixtures and fittings selected are appropriate for the animal • **some** accommodation features are set up correctly following **some** procedures in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate a **good** standard of preparation and checking of accommodation for a specific animal following safe working practices. Evidenced through: • **most** materials, fixtures and fittings selected are appropriate for the animal • **most** accommodation features are set up correctly following **most** procedures in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate an **excellent** standard of preparation and checking of accommodation for a specific animal following safe working practices. Evidenced through: • **all** materials, fixtures and fittings selected are appropriate for the animal • **all** accommodation features are set up correctly following **all** procedures in the correct sequence throughout, maintaining both personal health and safety and animal welfare.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Safely cleaning out animal accommodation **Learning outcome C: Be able to clean out animal accommodation using safe working practices**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Demonstrate a **basic** standard of cleaning following safe working practices. Evidenced through: • **little** equipment selected is suitable and used correctly • a **small number** of cleaning, waste disposal and equipment maintenance procedures are followed correctly, which may not be in sequence.	Demonstrate a **reasonable** standard of cleaning following safe working practices. Evidenced through: • **some** equipment selected is suitable and used correctly • **some** cleaning, waste disposal and equipment maintenance procedures are followed correctly in sequence.	Demonstrate a **good** standard of cleaning following safe working practices. Evidenced through: • **most** equipment selected is suitable and used correctly • **most** cleaning, waste disposal and equipment maintenance procedures are followed correctly and in sequence.	Demonstrate an **excellent** standard of cleaning following safe working practices. Evidenced through: • **all** equipment selected is suitable and used correctly • **all** cleaning, waste disposal and equipment maintenance procedures are followed correctly and in sequence throughout.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4A: Review of animal accommodation preparation and checking **Learning outcome B: Prepare and check animal accommodation using safe working practices**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the safe preparation and checking of accommodation for a specific animal. Evidenced through: • **a few** of the steps and safety checks are supported by logical and relevant reasoning • **simplistic** reasoning for the order of carrying out the steps and safety checks **with little clarity** in links made to the impact of sequencing on the process • **simplistic** reasoning for a few aspects of the accommodation prepared and set up with **little accuracy** in the links made to the animal.	**Adequate** application of knowledge and understanding of the safe preparation and checking of accommodation for a specific animal. Evidenced through: • **some** of the steps and safety checks are supported by logical and relevant reasoning • **partially developed** reasoning for the order of carrying out the steps and safety checks making **partially clear** links to the impact of sequencing on the process • **partially developed** reasoning for some of aspects of the accommodation prepared and set up with **partially accurate** links to the animal.	**Good** application of knowledge and understanding of the safe preparation and checking of accommodation for a specific animal. Evidenced through: • **most** of the steps and safety checks are supported by logical and relevant reasoning • **mostly developed** reasoning for the order of carrying out the steps and safety checks making **mostly clear** links to the impact of sequencing on the process • **mostly developed** reasoning for most aspects of the accommodation prepared and set up with **mostly accurate** links to the animal.	**Comprehensive** application of knowledge and understanding of the safe preparation and checking of accommodation for a specific animal. Evidenced through: • **all** of the steps and safety checks are supported by logical and relevant reasoning • **well-developed** reasoning for the order of carrying out the steps and safety checks making **clear** links to the impact of sequencing on the process • **well-developed** reasoning for all aspects of the accommodation prepared and set up with **accurate** links to the animal.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4B: Review of animal accommodation cleaning **Learning outcome C: Be able to clean out animal accommodation using safe working practices**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of cleaning out the accommodation of a specific animal. Evidenced through: • **a few** of the steps are supported by logical and relevant reasoning • **simplistic** reasoning for the order of carrying out the steps with **little clarity** in the links made to the impact of sequencing on the process.	**Adequate** application of knowledge and understanding of cleaning out the accommodation of a specific animal. Evidenced through: • **some** of the steps are supported by logical and relevant reasoning • **partially developed** reasoning for the order of carrying out the steps and making **partially clear** links to the impact of sequencing on the process.	**Good** application of knowledge and understanding of cleaning out the accommodation of a specific animal. Evidenced through: • **most** of the steps are supported by logical and relevant reasoning • **mostly developed** reasoning for the order of carrying out the steps and making **mostly clear** links to the impact of sequencing on the process.	**Comprehensive** application of knowledge and understanding of cleaning out the accommodation of a specific animal. Evidenced through: • **all** of the steps are supported by logical and relevant reasoning • **well-developed** reasoning for the order of carrying out the steps and making **clear** links to the impact of sequencing on the process.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

Resource requirements

For this component, learners must have access to housing, bedding and cleaning materials suitable for use with a variety of animals from the following categories:

- smaller/companion animals (dogs, rabbits, guinea pigs, hamsters, etc.)
- reptiles (lizards, snakes, tortoises, etc.)
- birds (ducks, budgerigars, cockatiels, chickens, etc.)
- invertebrates (giant land snails, stick insects, etc.)
- if available, large/livestock animals (pigs, sheep, goats, cattle, etc.).

Video recording and playback facilities will be required to support learners' development throughout the component and for recording practical activities.

Assessment will require learners to demonstrate their ability to safely prepare, maintain and clean out accommodation for a minimum of two animal species that have very different requirements, for example a rabbit and a chicken.

Centres will need to ensure that there is a sufficient number of animals for the number of learners in order to avoid causing the animals stress or endangering their welfare.

To ensure fairness to all learners, assessors must ensure that there is no directing or prompting during assessment. If either the learner or animals' welfare and health and safety is compromised or is of concern then the assessor can step in and pause the assessment and continue when it is safe to do so.

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Component 3: Animal Health and Welfare

Levels: 1/2
Assessment type: External synoptic
Guided learning hours: 48

Component in brief

Component 3 covers all aspects of animal health and welfare and will equip learners with a good understanding of the relationship between looking after the wellbeing of the animal and the effect this has on maintaining animal strength and vigour. The component also gives an understanding of how animals are used in society and how they are protected by legislation.

Introduction

This component will give you a thorough understanding of the characteristics of good health, from knowing the visible signs to look out for in an animal to understanding if ill health is present despite a lack of physical signs. The component covers common diseases and disorders, so you will be able to identify and treat a range of animal species.

The component also covers the welfare of animals and the moral responsibilities of the animal owner, as well as topics such as choosing the correct animal. It will also give you a good insight into the legalities of animal welfare and you will link your understanding of the five welfare needs to animal welfare legislation.

The component focuses on the health and welfare of smaller animals, but also has content relating to larger animals that can be used in the society we live in.

You will develop knowledge of animal handling, observing and assessing health in a range of animals, as well as gaining sound information to be able to provide the best care.

Summary of assessment

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their knowledge and understanding of animal handling and restraint, and the selection of appropriate animal accommodation, to examination questions with a specified context.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June. First assessment is January/February 2024.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment objectives

AO1 Demonstrate knowledge of different animals' needs, purposes and protection in society in order to support their health and welfare. Know about common diseases, their symptoms and treatments and good animal care routines.

AO2 Demonstrate understanding of animals' needs, purposes and protections in society in order to support their health and welfare. Understand the way diseases are transmitted in order to support animals with appropriate care and how the elements of housing, care routines and healthcare ensure the ongoing health of animals.

AO3 Apply knowledge and understanding to consider appropriate care that meets animals' individual health and welfare needs.

AO4 Make connections between the areas of disease transmission and treatment, routine checks, housing, legislative protections and care to ensure animals' individual health and welfare needs are met.

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Essential content

A Animal health

This learning outcome will enable learners to understand what to look out for to determine whether an animal is well. It will also cover the signs of ill health that may need further investigation. Animal species covered in this learning outcome must include dogs, cats, rabbits, hamsters and guinea pigs.

A1 Signs of health

Learners will recognise signs of good and ill health and interpret results of checks. They will understand how to carry out checks and when to use different types of checks, including the appropriate person to carry out each one.

- Routine checks:
  - visual checks, carried out by animal owner, non-qualified responsible person – behaviour, mobility, temperament, reasons for checking
  - physical checks, carried out by veterinary surgeon, veterinary nurse, suitably qualified person – weighing, blood pressure, pulse rate, temperature, nail and claw trimming, reasons for examining
  - observation checks when handling cannot take place – very young animals, aggressive, venomous or poisonous animals, reasons for observing
  - health monitoring, reasons for recording changes in animal – pregnancy, identifying illness, post operation, surgical procedures, reasons for noting
  - weight monitoring, reasons for increase/decrease in weight, indication of other health issues, managing feed intake, effects and risks of malnutrition and obesity, reasons for documenting.
- Signs of good health:
  - eyes – bright, clear pupils, no defects with sight
  - ears – lack of discomfort, no discharge, ability to hear, warm to the touch
  - posture – checking balance, that all limbs are used equally, standing straight
  - alert, inquisitive, responds to sounds, no evidence of fear
  - coat – clean and shiny, and moves easily over rib cage
  - breathing – appropriate breathing rate
  - urine – clear and light straw colour, passed frequently
  - faeces – usual consistency for the species, passed frequently and well formed
  - food and water intake – eating all food provided, consumption suitable for size and age of animal, reasons for unusual weight gain or loss.
- Signs of ill health:
  - eyes – sunken, showing discharge, glazed cloudy pupils, bloodshot, sight is limited
  - ears – evidence of wax or discharge, pain around ear canal, loss of hearing
  - posture – reluctance to use all limbs, hunched appearance
  - avoiding eye contact, reserved appearance, lack of interest in surroundings, lethargic
  - coat – dull, matted and fibres are stuck together, coat clings to rib cage, dehydration
  - breathing – rapid or irregular breathing rate, shallow breaths
  - urine – dark coloured, contains blood or pus, strong smell

- faeces – loose consistency often with colour change, contains blood
- food and water intake – loss of appetite, increased thirst, rapid weight loss, unexplained weight gain.

- Signs of stress:
  - animals showing changes in behaviour, signs of growling, hissing, baring of teeth
  - cowering, excessive panting, lip licking
  - avoiding eye contact, turning head away
  - loss of fur/coat, bald patches, damage to skin
  - excessive vocalisation.

A2 Animal housing and care

Learners will understand what constitutes good housing and care appropriate to different types of animal. They will gain knowledge about what aspects of care need to be put in place as a responsible animal owner and the importance of its provision to ensure the health and welfare of animals**.**

- Animal housing:
  - suitable for the life stage, type and number of animals in housing
  - meets the required size for the animal being housed
  - constructed using the correct materials – warm, insulating, unable to cause injury or discomfort
  - has appropriate ventilation for animal housing
  - ensure animal spends an appropriate length of time in housing, reduce boredom and anxiety, provide the correct amount of freedom, space to rest
  - cleaning routines to prevent build-up of disease, smell, discomfort to animal, infection.
- Animal care:
  - animal welfare needs – adherence to the five welfare needs that must be provided
  - methods of identifying animals – under-skin microchipping, ear tattoo, branding, reasons for identifying animals
  - provision and planning of feed and water, reasons for correct food type for size and age of animal, feeding habits, feeding changes due to changes in life stages, supporting healthy growth, avoiding obesity, avoiding access to poisonous/toxic substances
  - exercise – appropriate frequency, reasons for exercise, type and length of exercise and provision of enrichment
  - healthcare provision, washing and grooming, combing and hair trimming, nail trimming
  - types and methods of vaccination, reasons for vaccinating, annual booster, protection against rabies, parvovirus, leptospirosis, canine hepatitis, kennel cough, canine parainfluenza, frequency and timing of treatments
  - types and methods of worming, reasons for regular worming regime, symptoms of tapeworms and roundworms, frequency and timing of treatments, prevention of worms
  - reasons for and methods of neutering in females and castration in males
  - types of appropriate training – house training, obedience, conditioning, training methods such as behaviour conditioning, learning and operant conditioning
  - insurance needs for unexpected events, serious injury, illness, death
  - holiday arrangements, reputable pet-sitting services, approved boarding kennels.

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B Animal disease

This section looks at the common diseases that affect animals, the symptoms of these diseases and what steps can be taken to administer treatment. It will also cover the approaches that can be taken to prevent infection and diseases spreading.

B1 Animal diseases

Learners will understand what causes different diseases, how they are transmitted, how they are prevented, how they are treated, and the impact that diseases have on animal health and welfare.

- Characteristics of micro-organisms:
  - bacteria – single-celled organisms that need a host to survive, not visible to the naked eye:
    - symptoms and treatment of salmonella, campylobacter, leptospirosis, septicaemia, bronchitis
  - virus – not living cell, can multiply in plant or animal cells, requires a host to survive, not visible under a microscope:
    - symptoms and treatment of parvovirus, rabies, feline leukaemia virus
  - fungi, including yeast – live in the environment, do not need a host to survive:
    - symptoms and treatment of ringworm
  - parasites – endoparasites affect the internal organs, ectoparasites live on the outside of the animal:
    - symptoms and treatments ectoparasites – flea, tick and mite infestation, Lyme disease
    - symptoms and treatments of endoparasites – tapeworm, roundworm.
- Zoonotic and notifiable diseases:
  - zoonotic – diseases that can be spread from animals to humans to include:
    - salmonella
    - ringworm
    - leptospirosis
  - notifiable – a disease named under the animal health legislation that must be reported to authorities, veterinary surgeon, animal health officer, government officials
  - reasons for reporting diseases – to stop spread, avoid national epidemic, protect public health, reduce impact on food production and supply, farming and the tourist industry
  - impact on human health – risk of contagion, animal isolation, euthanasia and safe disposal
  - prevention of disease spread, reasons for taking precautions, hygiene protocols and bio-security measures.
- Delivering treatment to animals:
  - following guidelines and instructions, avoiding overdose/underdose
  - obtaining prescription drugs, storage of and recording of medicines given
  - when to seek advice, who to report problems to, what to do if illness does not improve/symptoms worsen
  - method of application of treatments – topical application, in-feed medication, injection.

- Disease transmission and prevention:
  - animals' requirements and reasons for isolating/quarantining animals, including appropriate length of time
  - direct contact and which micro-organisms spread in this way
  - indirect contact and which micro-organisms spread in this way
  - vector transmission and which micro-organisms spread in this way
  - prevention of disease spreading – hygiene, disinfecting, cleaning routines, minimising animal contact, cleaning equipment.
- Improving and maintaining welfare of animals:
  - assessing animal welfare needs – understanding the animal, its age, stage of life and history
  - how to make animals comfortable during periods of illness and associated reasons for the actions taken – rest and additional supervision needs, isolation, additional bedding/blankets, providing warmth, monitoring and recording.

C Animals and legislation

This section looks at the importance of animals in society and the role that they play. It also covers the ethical responsibility of the owner to ensure the animal's health and wellbeing are of paramount importance.

C1 Animals in society

Animals are kept for a range of different reasons, and learners will develop knowledge about the purpose for keeping animals and understand the wide range of uses animals have in our lives.

- Reasons for animals living inside the domestic home – for companionship or therapy purposes.
- Reasons for keeping animals on a commercial basis:
  - production animals – food used for human consumption (meat, eggs, milk), hide, wool
  - trading of animals – pets, legal world trade, animal organs, exotic meats
  - scientific uses for animals – medical purposes and animal testing, drug trialling, new products.
- Purpose of using animals for their skills and abilities:
  - assistance dogs
  - highly developed senses – sense of smell, sense of hearing, sniffer dogs used by public service providers
  - animals used in military and police forces in ceremonial duties, crowd control.
- Reasons for keeping animals, including leisure, education and conservation:
  - zoos, wildlife parks, aquariums, aviaries
  - demonstrations and displays
  - animals in captivity used for breeding
  - public enjoyment, sports
  - country pursuits.

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C2 Animal organisations and legislation

Learners will understand how organisations work to support and promote animal health and welfare, and the legislation that provides protections for animals.

- Animal organisations:
  - organisations that promote animal welfare and responsible animal ownership, and offer a means of support for animal owners. These organisations contribute to the safeguarding and wellbeing of animals:
    - welfare charities and organisations
    - assistance organisations
    - conservation organisations
    - government organisations.
- Animal legislation and regulations:
  - the reasons why legislation exists to protect animals and people
  - how codes of practice offer guidance about care and management of animals.
- Current legislation for the following areas:
  - animal welfare
  - transporting animals
  - dangerous dogs
  - codes of practice as issued by the relevant authority.

Links to other components

The table below illustrates how knowledge, understanding and skills from components across this qualification could be integrated to the delivery of this component. The skills support learners in making a synoptic response.

Component	Material from the component that learners could select and integrate in their synoptic assessment response to Component 3
Component 1: Animal Handling	• Handling and restraint – reasons for handling and appropriate methods to use. • Animal behaviour – influences on behaviour and abnormal behaviour.
Component 2: Animal Housing and Accommodation	• The five welfare needs. • Choice and type of accommodation to suits animals at varying stages. • Preparing accommodation for animals. • Cleaning of accommodation. • Provision of enrichment.

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Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper and is provided for guidance only.

Key words/Command verb	Definition
Assess	Give careful consideration to the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Evaluate	Consider various aspects of a subject's qualities in relation to its context such as: strengths and weaknesses, advantages and disadvantages, pros and cons. Come to a judgment supported by evidence which will often be in the form of a conclusion.
Explain	Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point. Where used, a third point is a further expansion of the justification/explanation.
Give	Provide a response, i.e. feature, characteristic or use of.
Identify	Select the correct answer from the given context.
State	Recall from memory facts, terms, processes, legal implications etc. or provide the correct answer to the given context
Which	Learners identify which option is correct from the given options.

4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required; please refer to individual components.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English, mathematics or science to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of animal behaviour, the factors that affect this behaviour and the impact it has on handling and restraint, and the factors that need to be considered when selecting animal accommodation.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. For vocational teaching to be effective, it is important that teaching and learning are contextualised to the relevant sector. Therefore, we have provided delivery guidance for each component and other resources, such as Schemes of Work, to help you build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example working with others, attention to detail, sensitivity when working with animals, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

5 Non-exam internal assessment

Pearson-set Assignments

In this qualification, there are two non-exam internally-assessed components, which will be assessed through Pearson-set Assignments.

These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period. It is important that you explain to learners that these assignments are being used to formally assess their performance against the learning outcomes.

Each Pearson-set Assignment will:

- provide a vocational context to engage learners and to set the scene for the tasks to be completed across all the learning outcomes. In some instances, you can adapt the context to make it more relevant to your learners; the guidance provided within each assignment will clearly state whether there are opportunities to contextualise
- give learners clear tasks with the associated marks and the approximate time to complete each task
- give clear structures for evidence and specify the form(s) of evidence that learners should produce
- ensure that learners are drawing on the specified range of teaching content
- allow learners to select and apply their learning using appropriate self-management of tasks if a component contains synoptic assessment.

For each component, new Pearson-set Assignments are released twice a year through the secure area of our website. Release dates will vary by sector; please refer to individual components for the annual release date of the assignments. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; you must ensure that you are using the current series' assignment to assess your learners.

Each Pearson-set Assignment is to be issued to learners with a defined start date and completion date set by the centre and clear requirements for the evidence that they need to provide. You will need to give learners a guide that explains how these assignments are used for assessment, how they relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

All Pearson-set Assignments must be completed under supervised conditions; please refer to the guidance in the Pearson-set Assignment for individual components for any supervision requirements specific to each assignment.

Sample Pearson-set Assignments for internal components

Each non-exam internally-assessed component has a sample Pearson-set Assignment that accompanies this specification. This sample assignment is an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The sample assignment shows the nature of the tasks that may appear in the live Pearson-set Assignments and will give you a good indication of how the assessments will be structured. While the sample Pearson-set Assignment can be used for practice with learners, as with any assessment the content covered and specific details of the tasks may vary in each live Pearson-set Assignment, however, the marking grids will remain unchanged.

The sample Pearson-set Assignment can be downloaded from our website. This is for you to use and mark as you wish. Pearson does not mark sample Pearson-set Assignments.

Marking Pearson-set Assignments

Live Pearson-set Assignments are marked by the centre and will be moderated by a moderator appointed by Pearson. Centres are responsible for appointing someone to act as the assessor. This may be you (the teacher who has delivered the programme) or another teacher from the subject team.

Learners' evidence for a Pearson-set Assignment must be marked using the marking grid for that particular component. Each learner's marks are to be recorded on an Assessment Record Sheet (or centre devised documentation) and authenticated by the learner and Assessor. The Assessment Record Sheet is also required to be submitted with the learner's work for moderation.

The marking grid has four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band for each task. The descriptors for each band are written to reflect the marks at the top of the mark band; the descriptors should be read and applied as a whole.

Using a 'best fit approach' to marking the assignments

In applying the marking grid, you are required to first make a holistic judgement about which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provide a descriptor of the learner's expected performance in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that band, as long as it meets more of the characteristics of that mark band than of any other.

After placing the learner's response within a mark band, you should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the range for that band and allocate a final mark accordingly within the marks available in that band.

Further guidance on deciding a final mark

The award of marks must be directly related to the descriptors in a mark band. You should be prepared to use the full range of marks available. When deciding upon a final mark, you should take into account how well the learner's response meets the requirements of the descriptor in that mark band.

- If the learner's response meets the requirements of the descriptor fully, you should be prepared to award full marks within the mark band. The top mark in the band is used for a learner's response that is as good as can realistically be expected in that band.
- If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), you should consider awarding marks at the bottom of the mark band. The bottom mark in the band is used for a learner's response that is the weakest that can be expected in that mark band.
- The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are barely met.
- Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Authenticity of learner work

You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally-assessed component. You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

You must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

You must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- you understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, if you suspect that some or all of the evidence from a learner is not authentic, you must take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9: Administrative arrangements*.

Resubmission of evidence and retakes

Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 days. Internal assessment should be conducted in time to allow for this resubmission window prior to moderation should it be needed.

Feedback to learners can only be given in order to clarify areas where they have not achieved expected levels of performance. Learners cannot receive any specific guidance or instruction about how to improve work to meet mark bands, or be given solutions to questions or problems in the tasks.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements.

For further information on offering resubmission of evidence and retake opportunities, giving feedback, conditions for supervision and planning, and record-keeping requirements, you should refer to the centre guidance for internal assessment for BTEC Tech Awards, available on our website. All members of the assessment team need to refer to this document.

Internal standardisation

If there are a number of staff acting as assessors for this qualification, prior to internal assessment, you must carry out internal standardisation to make sure all learners' work is assessed consistently to the required standard.

If you are the only assessor in your centre for this qualification, it is still advisable to make sure your assessment decisions are internally standardised by someone else in your centre. This could be someone who has experience of the nature of this qualification or relevant subject knowledge.

Pearson will supply standardisation materials giving assessors the opportunity to discuss standardised learner work, assessment and administration.

Marking should be applied consistently as adjustments made through moderation can affect the whole cohort. Effective internal standardisation ensures that the work of all learners at the centre is marked to the same standard. It may not be possible for moderation to take place if effective internal standardisation has not been carried out.

You are not required to submit evidence of internal standardisation of assessment decisions to the moderator, but it must be retained in the centre should Pearson request it, or where there is a disagreement with the marking.

If it appears to the Pearson moderator that internal standardisation has not been carried out, they may discontinue the moderation process. The centre will then be required to remark all learners' work and carry out internal standardisation; another moderation activity will then be scheduled at the centre's expense. Submission of marks will be considered as confirmation that internal standardisation has taken place.

Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and across different assessors within a centre.

There are two annual moderation windows, December/January and May/June; the first moderation window for this qualification is December/January 2023.

Centres must ensure that they plan their assessment so that they can make the necessary entries and submit marks to meet the moderation deadlines. More details are provided in the *Administrative Support Guide*.

6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to learners' use of equipment.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors who are trained to undertake assessment
- assessment moderation, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

The externally-assessed component in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. External assessment is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessments for this qualification are available twice a year in January/February and May/June. First assessment is January/February 2024. Learners are permitted to have one resit of an external assessment prior to certification by taking a new assessment.

As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points.

Sample assessment materials

Each externally-assessed component has a set of SAMs that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

Conduct of external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define the degree of control for assessments for BTEC qualifications in this specification as:

- **high control**
  this is the completion of assessment in formal invigilated examination conditions.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

8 Final grading and awarding

Awarding and reporting for the qualification

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Individual component results will be reported.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Grade boundaries will be set for each component in the series in which it is offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity.

Learners' raw component marks will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. (Further details of the UMS are provided below in the section 'Calculation of a Qualification Grade'.)

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components and achieve the minimum number of uniform marks at a qualification grade threshold.

Unclassified is considered an outcome for the purposes of aggregating a final award.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the qualification claim is made.

In order to meet the terminal rule requirement, a learner must take the external assessment, Component 3 in their final series, i.e. the one in which a final award is claimed. If resitting, any prior attempts of Component 3 will not be used towards the learner's qualification grade, even if the result from the earlier attempt is higher.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the three components. A higher performance in some components may be balanced by a lower outcome in others.

The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. For example, a learner who just achieves a Level 2 Pass in an internal component one series will receive the same uniform mark as a learner achieving that same component grade the following series, regardless of their raw marks.

The minimum uniform marks required for each grade for each component

Components 1 and 2

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	72	63	54	45	36	27

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–26.

Component 3

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 120	96	84	72	60	48	36

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–35.

Qualification level results: the minimum uniform marks required for each grade

Qualification Grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 300	270	240	210	180	150	120	90

Learners who do not achieve the standard required for a Level 1 Pass grade will receive a uniform mark in the range 0–89.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our Information Manual available on our website: qualifications.pearson.com (search for key dates).

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Programme Leads, Assessors and Examinations Officers.

Learner registration and entry

Learners must be registered in line with the *Information Manual* (by 1 November). Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for internal and external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to access their chosen progression opportunities.

Our equity, diversity and inclusion policy requires all learners to have equitable opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson *Equity, Diversity and Inclusion in Pearson Qualifications and Related Services Policy* is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, marks awarded and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed components.*

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any part of a mark scheme to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Lead or other member of the programme team. Sufficient time should be allowed for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our *Internal Assessment in Vocational Qualifications: Reviews and Appeals Policy* document.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment prior to certification where necessary, however please note the terminal rule for the external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs or timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any component or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals* booklet (https://www.jcq.org.uk/exams-office/appeals).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Centre Guide for BTEC Moderation*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - *JCQ Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments*
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive; a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, including marketing, teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

This gives a high-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- learner textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos, via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample Pearson-set Assignments for non-exam internally-assessed components

Sample Pearson-set Assignments are available for the non-exam internally-assessed components and can be downloaded from the Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Lead Standards Verifiers – they can support you in preparing for the moderation activity.
- Subject Advisors – they are available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.
- Pearson Quality Advisors – they can support with all quality assurance related aspects of your programme.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment, quality assurance and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face-to-face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms that may be used to define the requirements in the components.

Term	Definition
Account	Description of particular events or situations.
Accurate	Produce work competently, fit for purpose and correctly without significant error.
Accurately	Act or perform with care and precision; correctly within acceptable limits from a standard.
Adequate	The work is acceptable in most areas, but with some gaps or inconsistencies.
All	All relevant content for a specific area, as described in the component.
Analyse/Analysis	Separate information into components and identify characteristics, typically in order to interpret.
Applied	Put to practical use.
Appropriate	Relevant and considered in relation to the purpose/task/context. Select and use skills/knowledge in ways that reflect the aim.
Argument	Propositions supported by evidence.
Balanced	All factors have been considered in equal detail.
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Includes just the core elements or features without elaboration/ examples/details.
Brief/Briefly	Accurate and to the point but lacking detail/contextualisation/examples.
Clear/ly	Easy to perceive and unambiguous.
Coherent	Logically consistent.
Communicate	Make known, transfer information, convey ideas to others.
Compare/ Comparison	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Showing the necessary ability, knowledge, or skill to do something successfully.
Complete	Include the required information.

Term	Definition
Comprehensive	The work is well developed and thorough, covering all pertinent aspects/information to evidence understanding in terms of both breadth and depth. All elements are considered in equal depth and breadth.
Confident/ce	Exhibit certainty, having command over information/argument, etc. Demonstrate secure application of skills or processes.
Consider/ Consideration	Review and respond to given information.
Considered	Reached after, or carried out with, careful thought.
Consistency	Steps in a process followed repeatedly and as intended.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe/Description	Set out characteristics. Provide clear information that includes the relevant features, elements or facts.
Detailed	Point-by-point consideration of relevant and accurate features, elements and/or facts supported by examples, showing attention to particulars beyond a simple response.
Developed	Consider and expand on all relevant points in detail.
Dexterity/Dextrous	Perform a difficult action quickly and skilfully with the hands or the ability to think quickly and effectively.
Effective	Applies relevant knowledge and understanding and/or skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
Excellent	Consistently high standard of skill in completing a practical task.
Extensive	Large in range or scope.
Few	A small number or amount, not many but more than one.
Fully	Completely or entirely; to the fullest extent.
Generally	Appropriate in most cases, with a few exceptions.
Generic	Characteristic of or relating to a class or group of things; not specific.
Good	The work gives information and careful consideration about many/several elements of the context, usually point by point, and lines of reasoning are clear, valid, relevant and logical.
Identify/ing/ Identification	Name or otherwise characterise the main features or purpose of something.

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Term	Definition
Inaccurate	Work produced incompetently, unfit for purpose with error.
Incomplete	Not fully finished, with one or more parts of a task missing.
In-depth	Covering most, or all, important points of a subject.
Insightful	Showing an accurate and deep understanding.
Insufficient/ly	Lacking adequate evidence.
Interpret	State the meaning, purpose or qualities of something using images, words or other expressions.
Investigate	Carry out research or trial activities to increase understanding of the application of information.
Irrelevant	Inapplicable in the argument.
Judgement	An opinion formed by discerning and comparing.
Justify	Give reasons or evidence to support an opinion or prove something right or reasonable.
Largely	Appropriate on the whole or to a great extent.
Limited	The work is narrow in competence, ability, range or scope, including only a part of the information required to evidence partial, rather than full, knowledge, understanding and/or skills and is often tentative in relation to context.
Linkages	Factor/content relates directly to another area of content/factor.
Little	A very small amount of evidence, or low number of examples, compared with what was expected, is included in the work.
Logical/ly	Reasonable and sensible. Methods or processes followed in a way that shows clear, sound reasoning.
Many	A large number of (less than 'most').
Methodically	Tasks carried out in an orderly and logical manner.
Most/ly	Nearly all of the content which is expected has been included.
Narrow	Limited in terms of range. Only considers a few aspects.
Often	Most of the time with a few exceptions.
Partial/ly	To some extent, but not completely. Some key points are included, but others are missing.
Perceptive	Insightful, showing a deep level of understanding.
Persuasive	Influencing through reasoning.

Term	Definition
Pertinent	Considered and thoughtful approach in relation to the task/activity which demonstrates an astute understanding of contributing factors and/or links.
Precision	Use of accuracy and refinement to a method or process.
Professional	According to industry standards.
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
Realistic	Will work in a real setting.
Reasonable	Fair or moderate.
Reasoned/Reasoning	Justified, to understand and to make judgements based on practical facts.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Correctly focused on the activity. Applicable to the situation/context/task.
Review	Consider something formally in order to give an opinion on it based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised and confident in ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Sensitivity	Understand and respond to needs and emotions.
Show	Present using practical skills.
Significant	Of a noticeably or measurably large amount or importance.
Simplistic	The work is composed of one part only, without elaboration/examples/details.
Some	A small amount or number of items, several items will be missing, list will be incomplete.
Specific	Relating directly to a particular area or subject.
State	Express something definitely or clearly.
Straightforward	To the point and easy to understand.
Sufficient	Meet the basic needs or requirements of a situation/context but with some limitations.
Suitable	Appropriate for a particular purpose.

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Term	Definition
Summarise	Gather together all of the main aspects of a given situation or experience in a condensed format.
Superficial	Lacking depth of knowledge or understanding. Generic response, with no link to the task context.
Supported	Validated with evidence.
Systematically	Follows a method or procedure accurately, logically and in the correct order of process.
Tentative	Uncertain in approach or connection to the task or context.
Thorough	Comprehensive and extremely attentive to accuracy and detail.
Timely	Methods/techniques used when necessary/appropriate.
Unbalanced	All factors have not been considered in equal detail; some are considered in more detail than others.
Unclear	Not obvious or definite; ambiguous.
Unrealistic	Inappropriate to reality and will not work in a real setting.
Unsupported	Not verified or substantiated with evidence.
Well	To a high standard or degree of completion.
Wide range	Includes many relevant details, examples or contexts, thus avoiding a narrow or superficial approach; a broad approach taken to scope/scale; a comprehensive list of examples given.

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